DOCUMENT RESUME

ED 170 556 CE 020 768

AUTHOR Herman, Alexis M.
TITLE Federal Funding of R & D Programs for Women's Educational Equity: Possible Sources in the Department of Labor and Other Agencies Outside HEW.
INSTITUTION Department of Labor, Washington, D.C.
PUB DATE 11 Apr 79
NOTE 12p.; Paper presented at the Annual Meeting of the American Educational Research Association. (San Francisco, California, April 11, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Finance; *Educational Opportunities; *Equal Education; *Federal Aid; Federal Government; Federal Legislation; *Federal Programs; *Females; Financial Support; Labor Legislation; Research Needs; Resource Guides; Resources; *Sex Discrimination; Sex Fairness; Sex Stereotypes
IDENTIFIERS *Comprehensive Employment and Training Act; *Department of Labor; United States; Womens Bureau

ABSTRACT

There is a great need to examine factors limiting educational opportunities of women, especially minority and low income women. Thus, it is important to identify funding sources for research and development programs which enhance women's educational equity. Possible funding sources include the Department of Labor and other federal programs. In the labor department the greatest possibilities appear in the 1978 revised Comprehensive Employment and Training Act (CETA), which contains research, training, and evaluation provisions. Other potential funding sources are labor programs such as the Office of Youth Programs and the Work Incentive Program and labor agencies such as the Office of Policy, Evaluation, and Research and the Employment Standards Administration. For example, the Women's Bureau received a grant for a Female Youth Program that includes efforts to achieve educational equity. In a funding search it is also important to examine resources such as project summaries and application guidelines published annually by the Employment and Training Administration's Research and Development Office and the "Catalog of Federal Domestic Assistance" published by the Office of Management and Budget. Finally, it is useful to look outside large Cabinet departments and into agencies such as the National Endowment for the Arts and to look at legislation containing anti-sex discrimination provisions. (CSS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170556

Federal Funding of R & D Programs for Women's Educational Equity: Possible Sources in the Department of Labor and Other Agencies Outside HEW

Session #27.12

Paper presented by

Alexis M. Herman
Director, Women's Bureau
U.S. DEPARTMENT OF LABOR

at

AERA Annual Meeting
San Francisco, California
April 11, 1979

CE 020 708

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Herman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The full participation of women in all aspects of our society depends, to a large extent, upon women's full participation in education programs and activities. One area, in particular, where women's lack of educational equity has a negative impact is in their employment, because the two issues are linked closely together. Although the median number of school years completed by women and men workers is the same (12.6 years), what differs substantially are the kinds of academic disciplines in which they have been prepared, and consequently in the jobs they hold and the earnings they receive.

There is a gradual movement of women into nontraditional skill areas of employment in blue-collar trades as well as professional and managerial occupations. But women, on the whole, are still concentrated in a small number of occupations. Over half of the 42 million women workers (1978) are concentrated in just 20 of the 441 occupations identified in the Census Occupational Classification System, and they are largely in the low-pay categories.

A comparison of the degrees awarded to women in the mid-seventies with those in the mid-sixties shows some improvement in the nontraditional areas, according to the National Center for Education Statistics. At all degree levels, women have increased their portions of degrees awarded in the fields of computer and information sciences, mathematics, architecture, and in engineering, where the least gains were made. In all of these areas, it is necessary to have a good background of math in high school, but even today women tend to shy away from math and science, and are consequently prevented from understanding the concepts as well as the importance of those basic disciplines.

Educational equity involves removing this kind of fear surrounding math and any other subjects that enhance the ability of women to have an economically and personally rewarding life experience, and that adequately prepare them to compete in the job market. Attention must be focused upon removing sex bias and sex stereotyping in a broad range of educational activities that extend from preschool programs to continuing education for adults. Achieving educational equity also involves meeting the special needs of groups that may be affected differently, such as racial and ethnic minorities who suffer double jeopardy in lack of educational opportunity, rural women, older women, teenage mothers, single parents, and the handicapped.

The barriers to educational equity have come in forms as overt as the total exclusion of girls from "boys' woodworking courses" and as covert as the stereotyped attitudes that are manifested in the aura of fear that causes girls to shun high school math. Even in their formative years, girls and boys are guided into entirely different directions through sex-role stereotyping. These attitudes are instilled and reinforced by a number of forces in our society--by textbooks and curricula as well as the print and broadcast media; by teachers and counselors as well as parents and peers. The stereotypical impressions are transferred from the educational setting to the workplace, and from the home to the workplace.

For mature women, other barriers to educational equity lie in social constraints, institutional practices--financial aid, admission factors--the lack of supportive services including child care for mothers who want to participate in educational activities, and the lack of information about adult life responsibilities.

The need for research to identify ways to eliminate barriers and promote equity is crucial. There is an urgent need to uncover and examine the factors which limit educational opportunity for all women, particularly for those of racial and ethnic minorities and those from low-income families. Therefore, a major task, and one that this seminar seeks to undertake, is that of identifying various sources of funding for research and development of programs which enhance women's educational equity.

This paper suggests possible sources of funding in the Department of Labor, in addition to other Federal sources exclusive of the Department of Health, Education, and Welfare, the agency primarily responsible for administering the Women's Educational Equity Act and Title IX of the Education Amendments.

To keep the issue in perspective, it would be well to note that the key provision of Title IX states simply that "no person in the United States shall on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." It would also be well to consider the Equity Act as an essential helpmate which authorizes a broad range of activities at every level of education to eliminate sex bias and sex-role stereotyping, and to expand educational opportunities for girls and women.

In the Department of Labor, there are several funding sources for research and development of programs for training and employment. In some instances there is the potential for projects that bear on women's educational equity. The greatest possibilities appear to be under the revised Comprehensive Employment and Training Act (CETA) passed by Congress in October 1978. The act is administered by the Employment and Training Administration (ETA).

A provision for research, training, and evaluation requires the Labor Department to undertake a wide-ranging program of employment and training research. This includes studies on skill, responsibility, and remuneration; easing the transition from school to work; and opportunities and services for older persons who desire to enter or reenter the labor force. Also authorized is research on the applicability of job sharing, work sharing, and other flexible hours arrangements in various settings, and of the incentives and technical assistance required by employers to implement such alternative arrangements. There is authorization to investigate the extent to which job and wage classification systems undervalue certain skills and responsibilities on the basis of the sex of persons who usually hold the positions.

Under the CETA legislation the Department must conduct educational and assistance programs to eliminate artificial barriers to employment based on sex, race, age, national origin, handicap, marital status, and other barriers. In complying with this requirement, the Labor Department is to consult with the Department of Health, Education, and Welfare; the Civil Rights Commission; and the Equal Employment Opportunity Commission. Discretionary funds for research on displaced homemaker programs are included under title III of the act.

Youth programs provided for under CETA cover a wide range of training and supportive services, including programs to overcome sex stereotyping in job development and placement. It would be wise to examine this and other provisions of CETA to determine what funding possibilities exist to support research and development programs for educational equity.

The Office of Youth Programs, under ETA's Office of National Programs, has funded a number of youth demonstration projects. The Women's Bureau received such a grant from ETA to conduct several projects for female youth, and they include efforts to achieve educational equity. From this grant the Bureau has funded five demonstration projects focusing on how the school to work transition can be eased for disadvantaged young women. ETA has also funded similar projects around the country. At all cites, certain factors are being studied--primarily the effects of introducing community-based organizations as "delivery agents" to assist high school youth in understanding how to prepare themselves for the world of work. The Bureau's projects deal specifically with high school girls who are juniors and seniors.

The Bureau has held consultations to focus on specific problems that affect minority young women, including black, Hispanic, and Native American women who are not only making the transition from school to work but from reservation to urban environments. In addition, the Bureau is involved in finding out more about the effects of teenage pregnancy on the education and employment of young women.

The Bureau is not a funding agency and has no funds for grant purposes.

The Research and Development Office of ETA publishes an annual edition of "Research and Development Projects," which summarizes projects it has funded as authorized under CETA. It also includes guidelines for submitting proposals and statutory language outlining the goals and functions of the R&D programs. Individuals should examine the document to identify any projects related to equity in education.

Another Labor Department program, administered jointly with HEW, is the Work Incentive program. Dealing with welfare mothers receiving Aid to Dependent Children, it conducts research and demonstration activities affecting this population. While educational equity may not be an immediate concern in such programs, services that are provided to WIN clients include education, vocational training, and on-the-job experiences where equity can be examined in light of the kinds of programs available to them.

As for other research programs in the Department of Labor, the Office of Policy, Evaluation, and Research coordinates and provides leadership to the Department's economic and social research as well as policy and program planning and evaluation bearing on the welfare of all workers.

Another Labor Department agency, the Employment Standards Administration, has a Division of Evaluation and Research, which undertakes research in connection with the administration of ESA programs. The agency administers programs dealing with minimum wage and overtime standards, workers' compensation, and nondiscrimination and affirmative action for women and minorities. ESA's enforcement programs for equal pay and age discrimination will be transferred to the Equal Employment Opportunity Commission on July 1, 1979.

A number of other Federal departments have grant monies for various kinds of programs including research and development. But since educational equity is rather broad in the concept embodied in the legislation, it is a lengthy and tedious task to identify all the Federal sources of funds for research support and program development which impact directly on educational equity. Individuals and groups should seek out the grant programs and the authorization under which they operate to see if, in the application of the law,

funds can be dispensed for purposes of research and development for educational equity. For example, funding for battered women and child care programs relate in many instances to expanding women's educational opportunities, and might be included in considering areas of research.

Two source books that list all Federal agencies and their objectives and programs are the "Catalog of Federal Domestic Assistance," which is revised each year by the Office of Management and Budget, and the "U.S. Government Manual," also revised annually by the General Services Administration. Another reference which describes funding processes generally and provides information sources is a publication issued by the Women's Educational Equity Communications Network titled "Finding Funds for Programs Relating to Women's Educational Equity."

Only until recently have there been sources of information compiled specifically to aid women in seeking funds from public and private agencies and foundations. The Women's Bureau recognized the need when it published two funding guides several years ago, both of which are still very popular. One is "A Guide to Seeking Funds from CETA," which will be revised soon to incorporate the new CETA regulations. The other is a kit of resource materials for groups seeking financial assistance, which identifies publications to aid in the search for grants, and includes basic elements in proposal writing.

Requirements on applying for and using funds vary widely, so it is necessary to get specific application and eligibility information for each agency's program. And it is necessary to look not only to the large cabinet departments such as Agriculture and Labor, but also to agencies such as the

National Endownment for the Arts and National Endowment for the Humanities, both of which award grants to individuals, private nonprofit organizations, public agencies, and insitutions of higher Education. The ACTION agency has supported a number of community oriented programs involving women's concerns, and the Small Business Administration may be able to sponsor community education projects for education equity. SBA has initiated seminars to deal with the problems of women who wish to start small businesses and has targeted guaranteed loan funds for women.

It is also necessary to find out about research activities under agencies such as the Veterans Administration, which administers education and training grant programs; or the Law Enforcement Assistance Administration, which provides funding for strengthening and improving law enforcement and criminal justice, and supports research, education, and training programs, including projects at State and local levels for women offenders.

Even a very cursory review of Federal agencies' programs indicates that funds are available for various kinds of research support and program development. But getting the funds takes very careful planning, well-thought out alternatives, and perseverence until you do win out in a process where the competition is stiff. Identifying and pinpointing every possible funding source and outlining requirements for eligibility and the application process could very well provide the basis of an extensive research project in itself.

It is important to look at legislation establishing programs, and at the admendments which are now including anti-sex discrimination provisions to various grant authorization statutes. Also, it is important to be aware of the findings of Federal groups charged with a responsibility to determine

how agencies are esponding to legislation they administer to achieve equal opportunity for women. The U.S. Commission on Civil Rights investigates and reports on anti-discrimination provisions, and the National Advisory Council on Women's Educational Programs is concerned with responsiveness to legislation for women's educational equity. Its mandate addresses not only the Equity Act but all Federal policies and programs affecting women's education at all levels.

The Interdepartmental Task Force on Women, created by Executive Order 12050 in April 1978, works within the Federal system to advise the President on initiatives needed to promote equality for women, including the recommendations of the 1977 National Women's Conference. A strong recommendation came out of that conference to promote educational equity. It called for vigorous and expeditious enforcement of all laws prohibiting discrimination at all levels of education; surveys to gather data on compliance; the upgrading and expansion of leadership programs for working women in postsecondary schools; more bilingual vocational training, educational, and cultural programs; and the removal of sex stereotyping in all its forms. Recommendations and the Administration's executive and legislative actions to address these needs are included in a report submitted to the White House by the National Commission on the Observance of International Women's Year, titled "The First 18 Months."

The Women's Bureau maintains a deep interest in programs to achieve educational equity and how they relate to women's employment. There are concerns about young women's transition from school to work, and about opportunities for mature women and all women to continue their education--in both formal and informal settings.

The Bureau's participation in this AERA symposium represents a partnership that should be maintained with agencies throughout the government and the private sector who share mutual concerns--to achieve equity in education, to enhance employment opportunities,and to improve the quality of life for all American women.

* * *